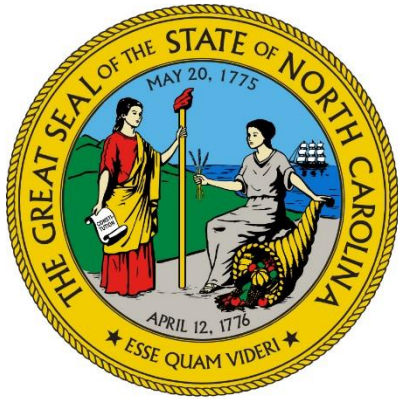


**NC Department of Health and Human Services
Division of Child Development and Early Education**



Interim COVID-19 Reopening Policies for NC Pre-K Programs

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Agenda

- **Welcome**
- **Meeting Layout/Instructions**
- **Purpose**
- **Interim COVID-19 Reopening Policies Review**
- **Q&A**
- **Wrap-up/Next steps**

Meeting Layout/Instructions

- Only presenters are able to speak
- All participants have been muted
- Please submit questions to the Q&A box
- All questions will be reviewed as they are entered and will be addressed at the end
- This meeting is being recorded
- A copy of the questions and answers will be distributed and posted on our website
- Staff are available for IT issues

Purpose

To review and clarify the ***Interim
COVID-19 Reopening Policies
for NC Pre-K Programs.***

Interim COVID-19 Reopening Policies Review

- **Goals for the 2020-21 NC Pre-K Program Year**
- **Program Year**
- **Mode of Classroom Instruction**
- **Health & Safety Guidance**
- **Remote Learning Requirements**
- **Payment Policy**
- **Reporting Requirements**

Interim COVID-19 Reopening Policies Review

**NC Pre-K Contracting Agencies
must provide this guidance to
all NC Pre-K sites and
NC Pre-K teaching staff
no later than August 7, 2020.**

Interim COVID-19 Reopening Policies Review

- The NC Division of Child Development and Early Education (DCDEE) is the governing authority for all licensed child care facilities in the state of North Carolina.
- All NC Pre-K classrooms, whether located in public school sites or nonpublic/private sites, fall under the jurisdiction of DCDEE.

Interim COVID-19 Reopening Policies Review

- This guidance is specific to NC Pre-K programs and classrooms and applies to ***all NC Pre-K classrooms***, whether they are located in public school sites or nonpublic/private sites.
- This guidance may be ***amended by the NC Pre-K state office as needed*** in accordance with changes in trends related to COVID-19.

Goals for the 2020-21 NC Pre-K Program Year

- All NC Pre-K students receive the benefit of full in-person instruction to the fullest extent possible.
- All parents/guardians are offered the option of in-person instruction for the full program year.
- Remote learning will be available for all NC Pre-K students as an option of last resort and used as sparingly as possible.
- All remote learning offered will meet standard quality measures that support children's healthy development and engage families in their children's learning.

Program Year

The NC Pre-K program year
will operate for a
full 36 weeks as usual,
6.5 hours per day,
5 days per week,
beginning no later than September 8th.

Mode of Classroom Instruction

| | |
|-------------------------------------|---|
| Traditional/ In-Person | <p>No children are learning remotely; all children are learning in the classroom.</p> <p><i>A remote learning option must be available to students under certain circumstances (such as during necessary quarantine periods, if closure for deep cleaning is needed, for high-risk students)</i></p> |
| Hybrid | <p>Pre-K classroom/site is delivering a mix of in-person and remote learning to the same group of children – for example, if a school district is alternating days/weeks when students are in and out of school buildings or the classroom/site is providing some children with full-time in-person learning and other children with full-time remote learning.</p> |
| Full Remote Learning | <p>No children are learning in the classroom; all children are learning remotely.</p> |

Mode of Classroom Instruction

- DCDEE strongly encourages NC Pre-K programs to prioritize having students physically present
- If a *school district, private child care facility, or Head Start program*
 - has buildings **open for in-person instruction for any students or children**, the NC Pre-K program **must** also offer Traditional/In-person or Hybrid instruction, unless any of the circumstances in Section 4B are met.
 - **does not** have buildings open for in-person instruction, the NC Pre-K program **may still** be offered in a Traditional/In-Person or Hybrid instruction, unless any of the circumstances in Section 4B are met.

Regardless of which plan a school district chooses to operate (Plan B/hybrid instruction or Plan C/remote instruction), school districts are strongly encouraged to prioritize having NC Pre-K students physically present in classrooms.

Mode of Classroom Instruction

- **NC Pre-K sites *must select*** from the three learning modes (*traditional/in-person, hybrid, or remote learning*) and inform their Contracting Agency.
- **NC Pre-K contracting agencies *must notify* DCDEE** regarding their sites' initial mode of instruction by **Friday, September 4, 2020 at 5:00PM.**
- The full remote learning option will be available to Pre-K sites through **November 6, 2020 only.**

This option may be extended depending on COVID-19 metrics and future state directives.

Mode of Classroom Instruction

- Circumstances when remote learning may be needed
 - For home visits or orientation sessions prior to instruction starting on September 8th
 - Mandated site closures or capacity limitations
 - COVID-19 outbreaks requiring child/teacher quarantine or site closure
 - Parent request
 - To support teleworking for high risk NC Pre-K teaching staff
 - School district/Head Start program implementing Plan C with no exceptions for NC Pre-K

Refer to Section 4B of the guidance for more detailed information

Health and Safety Guidance

- All preschool programs in public schools and private sites **are required** to follow the health and safety guidance outlined in the [ChildCareStrongNC Public Health Toolkit](#), in accordance with the [Memorandum on Preschool Programs and K-12 Public Health Guidance](#).
- While preschool sites operating in public schools are **not expected to follow all requirements** outlined in the K-12 public health guidance ([StrongSchoolsNC: Public Health Toolkit \(K – 12\)](#)), they **are expected to follow any additional health protocols** that may be implemented by their individual schools in response to the new K – 12 schools public health guidance.

Health and Safety Guidance

- **Preschool classrooms in public school** are **subject to child care health guidance** while in the classroom and are **only expected to follow additional health protocols** when preschool children are utilizing/present in **common areas of the school**.
 - **Example:** *While preschool children, according to the child care guidance, would not be expected to social distance in the classroom, they may be asked to social distance while eating in the cafeteria, visiting the media center, etc.*

Remote Learning Requirements

A. Method and Duration of Delivery:

- An equivalent of 6.5 hours includes:
 - direct instruction via remote learning
 - Remote Moments (*section 6D*)
 - nap time/snacks/transitions
 - child-initiated play/outdoor play
 - family-led engagement activities, and 1:1 family check-ins (*see Section 6E*)

Remote Learning Requirements

B. Teaching Strategies Remote Learning Solution:

- DCDEE will provide the Teaching Strategies distance learning resources for all NC Pre-K staff in classrooms with **at least one NC Pre-K child**.
- Aligned with other approved NC Pre-K curricula.
- Encouraged for use of in-person instruction, and are required to use Teaching Strategies resources for remote instruction.

Remote Learning Requirements

C. Training Requirements:

(NC Pre-K Lead Teachers & Teacher Assistants)

- Regardless of selected mode of instruction for their site/classroom, will be expected to ***complete three (3) training sessions on the Teaching Strategies Distance Learning Solution*** throughout the school year
- One (1) of the 3 training sessions must be completed by **Thursday, September 10th**.

Remote Learning Requirements

D. Remote Instruction: 'Remote Moments'

- Daily blocks of live, direct, remote instruction
- **Requirements for Remote Moments:**
 - Offered **at least once a day** to children/families who are participating in remote learning.
 - Fully remote classrooms must offer at least two (2) sessions with the same content at different times of day (ex: a.m. and p.m.) to increase families' ability to attend the session.
 - Ensure delivery is consistent and predictable for families.
 - Frequently communicate how to access remote content.
 - Offer Remote Moment materials to families based on needs
 - Create Remote Moment content based on developmental domains
(*NC Foundations for Early Learning and Development*)

Remote Learning Requirements

- **Recommendations for Remote Moments:**

- Provide Remote Moments through a virtual platform
- Plan moments that last for no more than 30 minutes at a time.
- Plan moments that allow for two-way communication.
- Plan moments designed specifically for remote learners. (*separate from in-person*)
- Plan moments that combine in-person and remote learners
- Plan and implement moments, depending on scheduling needs and maximizing time during the typical in-person learning day.
- Consider virtual field trips as a Remote Moment.

Remote Learning Requirements

E. Family Engagement: 'Check-ins'

- Opportunities for the lead teacher (with teacher assistant as an optional participant) and a child/family to connect live through weekly, two-way communication while the child/family is participating in remote learning.
 - *Could take place through a call, video conference, or through a socially-distanced in-person visit while everyone wears face coverings.*
 - *May be a brief conversation, or it could be a longer period of time depending on child/family need.*

Remote Learning Requirements

- **Requirements for Family Engagement: ‘Check-ins’:**
 - Offer at least one Check-in every week ***to each child/family participating in remote learning.***
 - Prepare for and document every Check-in in writing.
 - Make every reasonable effort to communicate with the family in an accessible manner, such as:
 - *Adjust the timing of a Check-in given family feedback on scheduling*
 - *Attempt to contact a family member through multiple formats*
 - *For non-English dominant families, provide communication through an interpreter (e.g. staff, family member, etc.)*

Remote Learning Requirements

• Recommendations for Family Engagement: 'Check-ins':

- Provide appropriate technical resources and support to families to participate in Check-ins. (*e.g. downloading the Teaching Strategies family application*)
- Utilize weekly Check-in time to:
 - *Provide updates on procedures related to the school/site's response to COVID-19*
 - *Share ongoing information on the child's developmental progress using evidence-based observations*
 - *Provide individualized recommendations for activities and engagement opportunities for the family to best be able to support their child*
- Encourage families to bring questions, concerns, ideas, and evidence of learning at home. (*e.g., pictures of activities*)
- Encourage the child to be an active participant in the Check-in

Remote Learning Requirements

F. Daily Instruction in Hybrid Learning Classrooms

- Requirements:

- Align the pacing/content of in-person and remote learning
- Provide a consistent schedule of Remote Moments for families to opt into
- Provide Teaching Strategies family engagement resources every day; supplement with any additional, relevant resources as needed
- Highlight opportunities for families to submit evidence of learning remotely (*e.g., sharing pictures of completed activities, sharing videos of the child engaging in the activity*)
- Coordinate **at least one (1) 'Check-in' per week** for each remote learner/family
- Teachers **are not required** to provide instruction outside a typical in-person teaching schedule.

Remote Learning Requirements

G. Daily Instruction for Classrooms w/ Remote Learners Only

• Requirements:

- Plan and deliver five (5) separate Remote Moments with different activities
 - *Content must be repeated twice at different times of day (a.m. and p.m.) to increase families' ability to attend the session*
- Remote Moments must align to the developmental domains
- Provide a consistent schedule of Remote Moments for families to opt into
- Provide Teaching Strategies family engagement resources every day
- Highlight opportunities for families to submit evidence of learning remotely (*e.g., sharing pictures of completed activities, sharing videos of the child engaging in the activity*)
- Coordinate and provide **at least two (2) 'Check-ins' per week** for each remote learner/family.

Remote Learning Requirements

H. Attendance in Hybrid or Full Remote Instruction

- A child/family's attendance and participation in remote learning is defined as participating in weekly check-ins (either 1 or 2 depending on the mode of instruction).

Reporting Requirements

A. NC Pre-K Contracting Agencies are **required to provide** ongoing, regular reports on their respective sites to DCDEE

B. Frequency of reporting:

- Initial Mode of Instruction **(due September 4, 2020, 5:00PM)**
 - Contracting Agencies **are required to report**
 - 1) The initial mode of instruction (Traditional/In-Person, Hybrid, or Remote Learning) that each of their sites will be using for the first nine (9) weeks of instruction;
and
 - 2) Why the sites are selecting this mode of instruction
- Ongoing Reporting: September 8th through end of school year
 - NC Pre-K Contracting Agencies **are required to submit** a report on the regular items outlined in the guidance every other Tuesday by 5:00PM

Please reference the guidance for data points and due dates.

Reporting Requirements

C. Method of Reporting:

- DCDEE will email each NC Pre-K Contracting Agency a personalized Excel workbook that is prepopulated with their NC Pre-K sites (*based on the information in the NC Pre-K Plan database*).
- Each workbook contains one worksheet for reporting each site's mode of classroom instruction (*due September 4th*) as well as separate, identical worksheets for each two-week reporting period.
- Contracting Agencies will complete the relevant worksheets and email the workbooks to Patricia McCarter, NC Pre-K Coordinator at patricia.mccarter@dhhs.nc.gov by the specified due date.
- Contractors will also submit information via Qualtrics surveys – *links will be provided*.

Payment Policy 2020-2021

- Payments **will be** based on contracted slots for the 20-21 school year.
- Payment **will not** be based on attendance.
- Payments **will be** generated based on the assigned teacher rate and the number of slots allocated to the classroom.

Payment Policy 2020-2021

B. Changes to Cash Advances:

- Cash advances **will not** be offered during the 2020-2021 NC Pre-K program year.
- All NC Pre-K contracting agencies **will receive** a one-time payment at the beginning of the program year.
- Contracting agencies **will receive** 1/10 of their total contracted amounts with the exception of CCDF (administration and direct services).
- This payment is not a cash advance and **will not** require repayment or reconciliation at the end of the fiscal year.

Payment Policy 2020-2021

C. Payment Submission Process:

- Contractors **must** use the Payment I tab in the FSR Workbook to submit the one time payment
- The one time payment **will be** deducted from the contractor's total contracted amount.
- FSRs for this one-time payment **must** adhere to fiscal policy and be submitted by the 10th business day of August (*Friday, August 14, 2020*).
- Contracting agencies **must** distribute this one-time payment to all sites according to their allocated slots regardless of teacher qualifications.

Payment Policy 2020-2021

C. Payment Submission Process:

- Submit the following items to DCDEE by the 10th business day of the month following the month of service to receive payment:
 - An Electronic signed Financial Status Report
 - A signed Summary of Classroom Attendance

Please note:

- A signed copy of each Monthly Attendance Report **must** be maintained on site by contractor for monitoring purposes.
- The Contractor **must** submit an FSR each month during the contract period.

Payment Policy 2020-2021

D. COVID-19 Emergency Procedures for Requesting Use of Direct Service Funds:

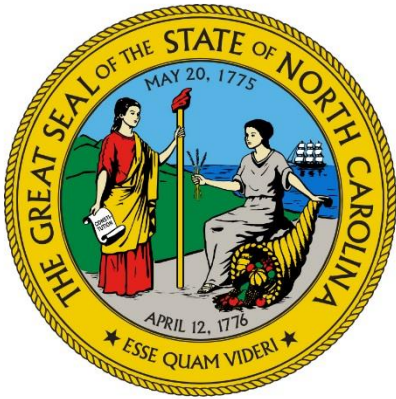
- Flexible use of direct service funds for purposes including purchases of:
 - Cleaning supplies to meet health/safety guidelines
 - Personal protective equipment for staff
 - *(e.g., cloth face coverings)*
 - Technology for staff and families to engage in remote learning activities
 - *(e.g., tablets)*
 - Toy/book lending libraries for circulation to children's homes
 - Supplies to support remote learning
 - *(e.g., manipulatives, child-sized scissors, writing and drawing supplies)*
 - Travel for home visits
 - Professional development *(technology, appropriate practice, etc.)*

Payment Policy 2020-2021

E. Payment During Site Closures:

- NC Pre-K programs will continue to receive payment based on contracted/allocated slots *regardless of whether classrooms/facilities need to close due to COVID-19 exposure or positive cases.*
- However, teachers in these sites ***will be expected to provide remote learning services*** with children and families if the facility needs to close due to COVID-19.

NC Department of Health and Human Services Division of Child Development and Early Education



Thank you!



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